



Australian Bureau of Statistics

6278.0 - Education and Training Experience, Australia, 2005

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Summary

Main Features

Additional Information Release

Education and Training Experience, Australia 2005 (Data Cubes Only) (6278.0) is expected to be released on Wednesday 13 September 2006.

Data Cubes, in excel format, for Australia and each of the States have been released. These Data Cubes provide additional data and no other changes to the existing products have been made.

NOTES

ABOUT THIS PUBLICATION

This publication presents results from the Survey of Education and Training (SET), which was conducted nationally by the Australian Bureau of Statistics (ABS) from May to August 2005. Information was collected by personal interview from individuals on their participation in education and training and on their educational attainment.

This publication contains a cross-section of results relating to education and training. The Explanatory Notes provide information about the survey design and methodology, the quality and interpretation of survey results, and information about other products and services available or planned.

CHANGES IN THIS ISSUE

The scope of the Survey of Education and Training was expanded in 2005. Information was collected from persons aged 15-69 years, with limited information collected from those aged 70 years and over. For further details, see paragraphs 45-48 of the Explanatory Notes.

The content of SET also changed slightly in 2005. Study not leading to a qualification, household and personal income, and reasons for undertaking most recent non-school qualification and current study were collected for the first time. The definition of internal/external training courses was no longer used, resulting in some different information

being available for work-related training courses. Minor changes to the collection of employment information were made to align with ABS standards. Further details can be found in the Explanatory Notes.

'Employees excluding owner managers of incorporated enterprises' replaces 'wage or salary earners' used in previous editions of this publication. These groups are generally comparable, see Explanatory Notes for more details.

The ordering of the tables in this publication differs from that in the 2001 publication.

CLASSIFICATION OF EDUCATION

The Australian Classification of Education (ASCED) (cat. no. 1272.0) was introduced into ABS collections in 2001. It replaced a number of education classifications used prior to 2001 for data from the various sectors of the Australian education system, including the **Australian Bureau of Statistics Classification of Qualifications (ABSCQ)** (cat. no. 1262.0). ASCED comprises two classifications: Level of Education and Field of Education. For further details, see paragraphs 34-39 of the Explanatory Notes.

ROUNDING

As estimates have been rounded, discrepancies may occur between the sums of the component items and totals.

INQUIRIES

For further information about these and related statistics, contact the National Information and Referral Service on 1300 135 070 or Terri Jamieson on Canberra (02) 6252 5267.

SUMMARY OF FINDINGS

EDUCATION AND TRAINING OVERVIEW

Education and training contribute to personal and economic well-being, and to Australia's knowledge base. Education, which leads to a qualification, may be provided by educational institutions and organisations, as well as through the workplace. Learning can also be less formal, and includes unaccredited (short course) workplace training and other study not resulting in a qualification.

In 2005, 22% of persons aged 15 to 69 years were enrolled in a course of study. Some 37% of persons aged 15 to 69 years had completed at least one work-related training course in the 12 months prior to the survey.

About half the population aged 15 years and over had a vocational or higher education qualification. Of those in, or marginally attached to the labour force aged 15 to 64 years, the proportion with such qualifications increased from 57% in 2001 to 61% in 2005, while those who had completed a work-related training course at any time in the last 12 months rose over the same period from 45% to 48%.

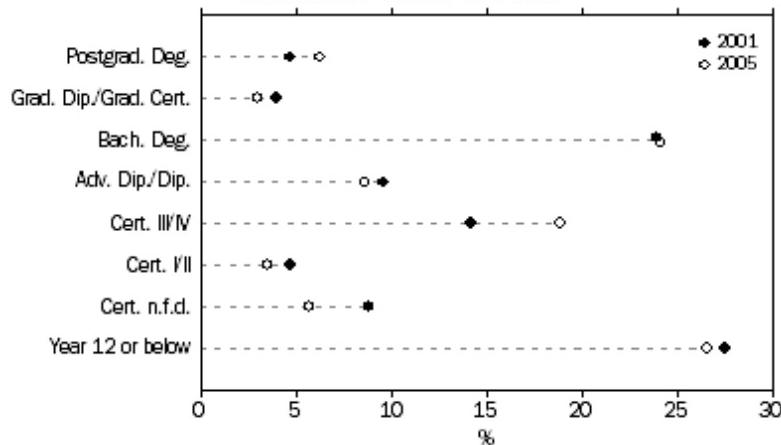
PARTICIPATION IN EDUCATION

All study in 2005

About 3.2 million persons aged 15 to 69 years were enrolled to study in 2005. Of those who were studying:

- 54% were aged 15-24 years
- 54% were female
- 33% were employed full-time and 31% were employed part-time
- 73% were living in the major cities of Australia.

PERSONS AGED 15-64 YEARS ENROLLED IN A QUALIFICATION, Level of education-2001 & 2005



The number of persons aged 15 to 64 years studying either at school or for a non-school qualification was 2.7 million in 2005 compared to 2.5 million in 2001. Proportionately more persons were studying at a Certificate III or IV level in 2005 (19%) than in 2001 (14%). Management and commerce was the most common field of study in both years (21% in 2005, up from 19% in 2001). Those studying in the field of Information technology, on the other hand, declined from 6% in 2001 to 4% in 2005.

Schooling

Of those aged 15 to 69 years studying in 2005, 23% (725,400 persons) were studying at Year 12 level or below. Most of these students were aged 15 to 24 years, although a small proportion (1%) were in the older age groups, suggesting they had probably returned to school level study after a period of time.

Study leading to a non-school qualification

Approximately 2 million persons were enrolled in non-school qualification study during 2005,

which was 63% of all those enrolled in a course of study. Of these, 45% were studying for a Bachelor Degree or higher level qualification. A further 38% were undertaking Certificate level study, of which two-thirds were at Certificate III or IV level.

Of those undertaking non-school qualification study, 77% were enrolled for job-related reasons and 60% were receiving at least one form of financial support for their study.

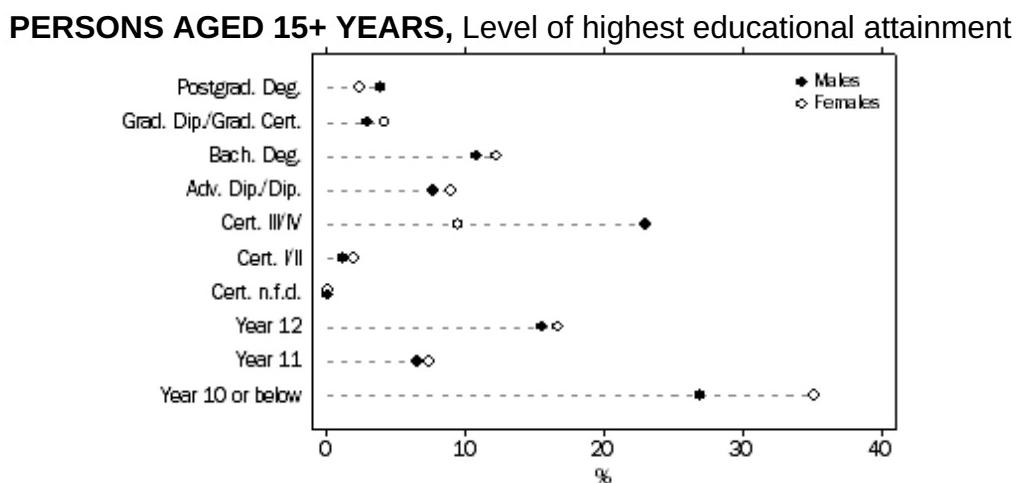
Study not leading to a qualification

Of all persons aged 15 to 69 years studying during 2005, 14% were undertaking a course not leading to a qualification, including bridging courses, recreational and personal enrichment courses, as their only course of study. These students were more likely to be female (68%) and in the older age groups (91% aged 25 years and over).

EDUCATIONAL ATTAINMENT

Highest educational attainment

Educational attainment is seen as a key factor contributing to individual success and Australia's economic prosperity. The level of educational attainment is a component of the stock of skills or competencies available in the population. Of the population aged 15 years and over in 2005, 31% reported Year 10 or below (or its equivalent) as their level of highest educational attainment, and 23% reported Year 11 or Year 12 as their highest educational attainment. A further 18% had a Bachelor Degree or higher level qualification, and 16% had a Certificate III or IV.

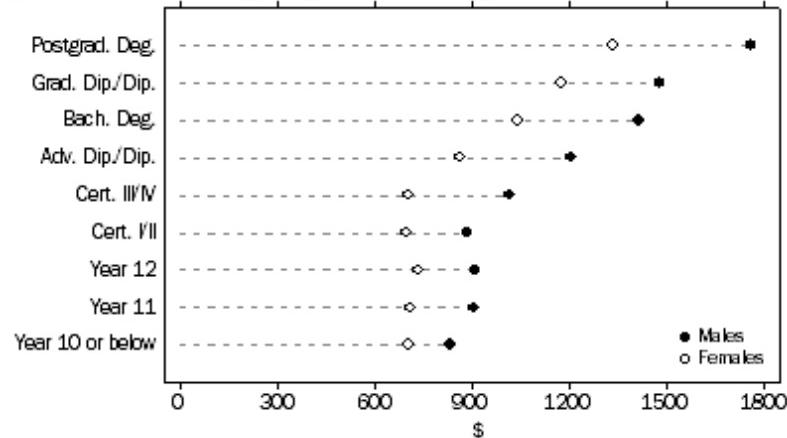


Earnings

There is a relationship between educational attainment and average earnings. Excluding owner managers of incorporated enterprises (who drew a wage or salary), the average weekly earnings of full-time employees was \$790 for those whose level of highest educational attainment was Year 10 or below, compared to \$1,624 for those whose level of highest educational attainment was a Postgraduate Degree. The earnings of males were higher than the earnings of females across all educational attainment categories.

Full-time employees excl. owner managers of incorporated enterprises aged 15+,

Average weekly earnings by Level of highest educational attainment



Non-school qualifications

Due to factors such as technological change and the changing needs of industry, individuals are increasingly required to achieve a qualification beyond primary or secondary education levels. Non-school qualifications include vocational and higher education qualifications, and may be completed by persons after, or while still attending school.

Of those aged 15-69 years:

- 34% had one non-school qualification
- 13% had two non-school qualifications
- 8% had three or more non-school qualifications.

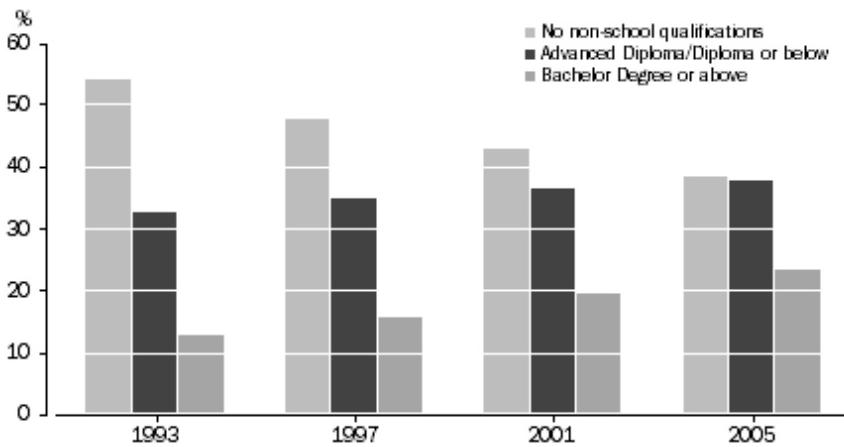
Most multiple qualification holders held qualifications at different levels of education (58%), and many had also attained qualifications in unrelated fields of study (48%).

While people may choose to undertake education or training at any age, those who have reached the age of 25 years are most likely to have completed the initial stages of their education. In 2005, of those aged 25 to 69 years, 60% (6.9 million persons) had at least one non-school qualification. The likelihood of having a non-school qualification varied substantially by age within this group. Of those aged 25 to 44 years, 66% had at least one non-school qualification. In contrast, of those aged 45 to 69 years, 55% had at least one non-school qualification.

Non-school qualifications in the labour force

The changing nature of work has led to a greater number and higher level of non-school qualifications in the labour market. In 2005, of persons in, or marginally attached to the labour force aged 15 to 64 years, 62% had a non-school qualification, compared with 57% in 2001, 52% in 1997 and 46% in 1993.

PERSONS AGED 15-64 YEARS IN, OR MARGINALLY ATTACHED TO, THE LABOUR FORCE, Highest non-school qualification-1993-2005



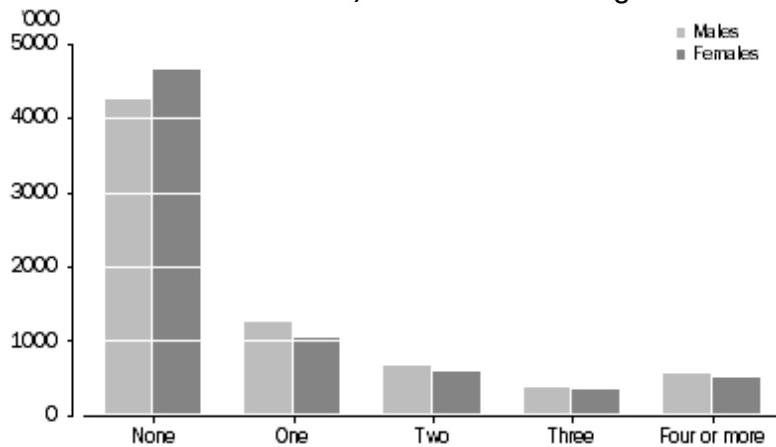
There has also been a change in the distribution of non-school qualifications, mostly influenced by a growth in persons with a Bachelor Degree or higher level qualification. Between 1993 and 2005, the proportion of those with a Bachelor Degree or higher level qualification increased from 13% to 23%, while the proportion of those with an Advanced Diploma/Diploma or below increased from 33% to 38%.

WORK-RELATED TRAINING

In this survey, work-related training courses comprised structured learning activities undertaken primarily to obtain, maintain or improve employment-related skills or competencies in the 12 month period prior to the survey. These courses may have been undertaken by persons in and outside the labour force and included training seminars, workshops and conferences, audio visual presentations, lectures and self-paced tutorials of a structured nature.

In the 12 months prior to the survey, 5.3 million persons aged 15 to 69 years (of whom 54% were male) completed one or more work-related training courses. Information was collected for up to four work-related training courses per person in this group. In total, 11.2 million work-related training courses were reported.

PERSONS AGED 15-69 YEARS, Number of training courses completed



Overall, 37% of persons aged 15 to 69 years had completed one or more work-related

training courses. Persons in the Australian Capital Territory had the highest rate of work-related training course completion (50%), while Tasmania had the lowest rate (32%). Variation by state and territory in the proportions of training courses undertaken can be influenced by employer size and sector.

Employment and work-related training

Almost 55% of persons aged 15 to 69 years who were employed full-time at the time of the survey completed at least one work-related training course in the last 12 months. The rate was 41% for persons employed part-time and 29% for unemployed persons.

Overall, of those in, or marginally attached to the labour force aged 15 to 64 years (10.6 million persons), 48% had completed at least one work-related training course in 2005. The proportion of those who completed such courses has risen consistently, from 30% in 1993, 42% in 1997 and 45% in 2001. The proportion of work-related training completed has increased across almost all age groups, for both males and females.

Training hours

While the proportion of persons completing a work-related training course has been increasing over time, the total number of training hours and average training hours per course declined (for employees excluding owner managers of incorporated enterprises aged 15 to 64 years). The total work-related training hours was 139.0 million hours in 2005, compared to 143.4 million hours in 2001, and 148.6 million hours in 1997 (based on the four most recent courses completed). From 1997 to 2001 the average duration of work-related training courses completed fell from 20.6 hours to 17.4 hours. This fell again in 2005 to 14.7 hours.

Financial support

Fifty per cent of reported work-related training courses were employee training courses organised and delivered by the course participant's employer (see Glossary for further details). A further 27% of course participants received some form of financial support.

For most work-related training courses completed by employees excluding owner managers of incorporated enterprises, the participant did not incur any personal financial cost for the training course (94%), whereas the participant was more likely to incur costs for work-related training courses if they were working in their own business (41%). The average cost for participants was highest for courses completed while participants were working in their own business (\$535), compared to \$388 for all work-related training courses.

Field of work-related training

Overall, 30% of the 11.2 million reported work-related training courses were in the Management and professional field. Other commonly reported fields of work-related training were Health and safety (21%), and Technical and para-professional (14%).

WORK-RELATED TRAINING COURSES COMPLETED BY PERSONS AGED 15-69 YEARS, Field of training



Training outcomes

For 90% of reported work-related training courses completed by employees excluding owner managers of incorporated enterprises, participants considered the skills gained from the training course were transferable, in that they could be used in a similar job with another employer. Work-related training courses were assessed by persons as having helped them to obtain a pay rise or promotion for 7% of work-related training courses, regardless of whether or not the training was undertaken to help obtain a pay rise or promotion.

Barriers to training

Of persons aged 15 to 69 years not at school, 2.8 million persons (21%) wanted to undertake work-related training or additional work-related training but did not do so. The main reason provided for not undertaking training was 'Too much work' (19%) followed by 'No time' (16%).

About this Release

Previously: Training and Education Experience, Australia, and How Workers Get Their Training, Australia

Presents results from the 2005 Survey of Education and Training for all persons. Data provided focuses on level and field of educational attainment; participation in education and training; work history, including occupation, industry and weekly earnings; current study; completed qualifications; details of training courses completed; training outcomes; access, unmet demand, barriers and employer support to education and training. Some State data are also provided.

Note: Level and field of educational attainment, current study etc will be based on Australian Standard Classification of Education (ASCED) (1272.0).

Confidentialised Unit Record File data are available on CD-ROM (6278.0.30.001). An information paper (6274.0) provides technical and other details about the Confidentialised Unit Record (sample) File (including a full list of data items), and is also available.

Explanatory Notes

Explanatory Notes

EXPLANATORY NOTES

INTRODUCTION

1 This publication presents results from the Survey of Education and Training (SET), which was conducted throughout Australia from May to August 2005.

2 The survey collected detailed information on:

- socio-economic characteristics (such as age, sex, birthplace and income);
- employment characteristics (such as labour force status, occupation and industry);
- educational qualifications obtained;
- recent study;
- details of training courses completed (covering aspects such as time spent and employer support); and
- access to education and training.

3 The statistics included in this publication present a broad overview of data items collected. Emphasis has been given to providing information on key measures such as educational qualifications completed, and participation in education and training.

CAI IMPLEMENTATION

4 Information for this survey was collected using computer assisted interviewing (CAI), whereby responses are recorded directly onto an electronic questionnaire on a notebook computer.

5 Since May 2005, industry, occupation and educational attainment/participation have been coded automatically by a computer matching the survey responses to the relevant index. Where the autocoding (AC) system is unable to allocate a valid code to a record, it is passed on to the computer assisted coding (CAC) system. CAC was used for the 2001 survey. In this system, details supplied are typed into a computer which searches a list to find a match. If no unique match can be made, the coder will be presented with a list of possible matches. The computer also indicates the steps required to make a match.

6 The change of interviewing procedure since the 2001 survey, which was conducted using the 'pen and paper' method, and the introduction of automatic coding, are expected to have a positive effect on the quality of estimates.

SCOPE OF THE SURVEY

7 The SET was a household survey conducted in both urban and rural areas in all states and

territories. However, persons living in very remote parts of Australia were excluded. The exclusion of these persons will only have a minor impact on any aggregate estimates that are produced for individual states and territories, with the exception of the Northern Territory where such persons account for around 20% of the population.

8 The survey covered private dwellings only, including houses, flats, home units and any other structures used as private places of residence at the time of the survey. 'Special' dwellings such as hotels, motels, hostels, hospitals and short-stay caravan parks were not included.

9 Persons aged 15 years and over who were usual residents of private dwellings were covered by the survey. Usual residents were those who regarded the dwelling as their own or main home. Those aged 70 years and over were not asked all of the content of the survey. More detail on information collected for persons aged 70 years and over is provided in paragraphs 45-48.

10 The following groups were excluded from the survey:

- certain diplomatic personnel of overseas governments, customarily excluded from the Census and estimated resident population figures;
- persons whose usual place of residence was outside Australia;
- members of non-Australian defence forces (and their dependants) stationed in Australia; and
- visitors to private dwellings.

DATA COLLECTION

11 The survey was conducted from the beginning of May to the end of August 2005. Information was collected during personal interviews conducted by trained interviewers who asked members of each household detailed questions about their education and training experience. One person per household was asked, on behalf of the household, about access to a computer and the Internet in the home.

SURVEY DESIGN

Sample size and selection

12 Dwellings were selected at random using a multi-stage area sample of private dwellings. All usual residents of the dwelling aged 15 years and over were asked to participate in the survey.

13 The initial sample for the survey consisted of approximately 18,500 dwellings, each of which could include more than one household. Of the approximately 16,000 households that remained in the survey after sample loss (e.g. households selected in the survey which had no residents in scope for the survey, vacant or derelict buildings, buildings under construction), approximately 13,900 (87%) were fully responding. That is, households where everyone in scope of the survey responded fully. In total, almost 27,600 persons responded fully to the survey.

14 As well as persons from fully responding households, the survey includes over 500 fully responding persons from partially responding households (see paragraphs 15-16). The inclusion of these persons had an impact on the estimation of household income because of non-response. See paragraph 57 for more details.

SET FINAL SAMPLE: Number of Persons-2005

	Capital City no.	Balance of State or Territory no.	Total no.
New South Wales	3 914	2 352	6 266
Victoria	4 216	1 473	5 689
Queensland	2 533	2 737	5 270
South Australia	2 517	845	3 362
Western Australia	2 780	863	3 643
Tasmania	812	959	1 771
Northern Territory	260	110	370
Australian Capital Territory	1 206	-	1 206
Australia	18 238	9 339	27 577

- nil or rounded to zero (including null cells)

Non-responding households

15 Of the 16,000 households remaining in the sample after sample loss, over 2,100 did not respond at all to the questionnaire, or did not respond adequately. Such households included:

- households affected by death or illness of a household member
- households in which person(s) in the household did not respond because they could not be contacted, had language problems or refused to participate
- households in which person(s) did not respond to key questions.

Partial response

16 Some households did not supply all the required information but supplied sufficient information to be retained in the sample. Such partial response occurs when:

- not every person aged 15 years and over residing in the household responded but at least one person in the household responded. The responses of these persons have been included; however, some household details such as income and access to a computer and the Internet at home may not have been collected.
- where earnings, income or training cost information is missing from a person's record because they are unable or unwilling to provide the data.

WEIGHTING, BENCHMARKING AND ESTIMATION

Weighting

17 Weighting is the process of adjusting results from a sample survey to infer results for the total population. To do this, a 'weight' is allocated to each sample unit. The weight is a value which indicates how many population units are represented by the sample unit.

18 The first step in calculating weights for each person was to assign an initial weight, which was equal to the inverse of the probability of being selected in the survey. For example, if the probability of a person being selected in the survey was 1 in 600, then the person would have an initial weight of 600 (that is, they represent 600 others).

Benchmarking

19 The weights were calibrated to align with independent estimates of the population of interest, referred to as 'benchmarks', in designated categories of state/territory of usual residence by sex by age and age by labour force status. Weights calibrated against population benchmarks compensate for over or under-enumeration of particular categories of persons and ensure that the survey estimates conform to the independently estimated distribution of the population by age, sex, labour force status and state/territory of usual residence, rather than to the distribution within the sample itself.

20 It should be noted that the benchmarks relate only to persons living in private dwellings, and therefore do not (and are not intended to) match estimates of the total Australian resident population (which include persons living in non-private dwellings, such as hotels) obtained from other sources.

Estimation

21 Survey estimates of counts of persons are obtained by summing the weights of persons with the characteristic of interest. Estimates of other counts (i.e. training courses and qualifications) are obtained by multiplying the characteristic of interest by the weight of the reporting person, and then aggregating.

RELIABILITY OF ESTIMATES

22 The estimates provided in this publication are subject to sampling and non-sampling error.

Sampling error

23 Sampling error is the difference between the published estimates, derived from a sample of persons, and the value that would have been produced if all persons in scope of the survey had been included. For more information refer to the Technical Note.

Non-sampling error

24 Non-sampling error may occur in any collection, whether it is based on a sample or a full count such as a census. Sources of non-sampling error include non-response, errors in reporting by respondents or recording of answers by interviewers, and errors in coding and processing data.

25 Non-response occurs when persons cannot or will not cooperate, or cannot be contacted. Non-response can affect the reliability of results and can introduce a bias. The magnitude of any bias depends upon the rate of non-response and the extent of the difference between non-respondents' characteristics and those of persons who responded to the survey.

26 The following methods were adopted to reduce the level and impact of non-response:

- face-to-face interviews with respondents;
- the use of interviewers who could speak languages other than English, where necessary;
- follow-up of respondents if there was initially no response; and
- weighting to population benchmarks to reduce non-response bias.

27 Every effort was made to reduce other non-sampling error to a minimum by careful design and testing of the questionnaire, training of interviewers, asking respondents to refer to records where appropriate, and extensive editing and quality control procedures at all stages of data processing.

REFERENCE PERIOD AND SEASONAL EFFECTS

28 The estimates in this publication are based on information collected over different reference periods. SET collected information on current study relating to persons enrolled in study at any time during 2005. As the period of collection for SET was from May to August, the minimum reference period for data items on current study was 5 months and the maximum reference period was 8 months. Since SET is collected at a time of year which crosses over the semesters of the study year, seasonal variation may exist depending on when students were interviewed and when they commenced or completed their study. Estimates would include enrolments in the first half of 2005, as well as some enrolments which commenced in the second half of 2005.

29 For work-related training, the reference period is the 12 months prior to the date of interview. Therefore, the estimates for 2005 study cannot be related to those for work-related training.

30 The reference period also has an impact on other estimates including Level of Highest Non-school Qualification and Level of Highest Educational Attainment. There is a proportion of students who would have completed a non-school qualification in the middle of the year, that is after May and before September. Thus, due to seasonal effects, the attainment estimates collected in SET may not be representative of other time periods in the year.

CLASSIFICATIONS

Occupation

31 Occupation data are classified according to the **ASCO - Australian Standard Classification of Occupations, Second Edition, 1997** (cat. no. 1220.0).

Industry

32 Industry data are classified according to the **Australian and New Zealand Standard Industrial Classification (ANZSIC), 1993** (cat. no. 1292.0).

Country of Birth

33 Country of birth data are classified according to the **Standard Australian Classification of Countries (SACC), 1998** (cat. no. 1269.0).

Education

34 In 2001, the **ABS Classification of Qualifications (ABSCQ)** (cat. no. 1262.0) was replaced by the **Australian Standard Classification of Education (ASCED)** (cat. no. 1272.0). The ASCED is a national standard classification which can be applied to all sectors of the Australian education system including schools, vocational education and training and higher education. ASCED replaces a number of classifications previously used in administrative and statistical systems, including the ABSCQ. The ASCED comprises two classifications: Level of Education and Field of Education.

35 Level of Education is defined as a function of the quality and quantity of learning involved in an educational activity. There are nine broad levels, 15 narrow levels and 64 detailed levels. For definitions of these levels see the **Australian Standard Classification of Education (ASCED), 2001** (cat. no. 1272.0).

36 The relationship between categories in the Level of Education classification should be essentially ordinal. In other words, educational activities at Broad Level 1 Postgraduate Degree should be at a higher level than those at Broad Level 2 Graduate Diploma and Graduate Certificate, and so on. However, when this idea is applied to the reality of educational provision in Australia, it is not always possible to assert that an ordinal relationship exists among the various levels of education.

37 This is particularly evident in the case of the relationship between Certificates I-IV in Broad Level 5 Certificate Level, and School Education included in Broad Level 6 Secondary Education. In this instance, the level of education associated with secondary education may range from satisfying the entry requirements for admission to a university degree course, to the completion of units in basic literacy, numeracy and life skills. Educational activity in these categories may therefore be of an equal, higher or lower level than Certificates found in Broad Level 5 Certificate Level.

38 Field of Education is defined as the subject matter of an educational activity. Fields of education are related to each other through the similarity of subject matter, through the broad purpose for which the education is undertaken, and through the theoretical content which underpins the subject matter.

39 There are 12 broad fields, 71 narrow fields and 356 detailed fields. For definitions of these fields see the **Australian Standard Classification of Education (ASCED), 2001** (cat. no. 1272.0).

LEVEL OF HIGHEST EDUCATIONAL ATTAINMENT

40 Level of Highest Educational Attainment is derived from information on Highest Year of

School Completed and Level of Highest Non-school Qualification. The derivation process determines which of the 'non-school' or 'school' attainments will be regarded as the highest. Usually the higher ranking attainment will be self-evident, but in some cases some Secondary Education is regarded, for the purposes of obtaining a single measure, as higher than some Certificate level attainments.

41 The following decision table is used to determine which of the responses to questions on Highest Year of School Completed (coded to ASCED Broad Level 6) and Level of Highest Non-school Qualification (coded to ASCED Broad Level 5) will be regarded as the highest. It is emphasised that this table was designed for the purpose of obtaining a single value for the output variable Level of Highest Educational Attainment and is not intended to convey any other ordinality.

Decision Table: Level of Highest Educational Attainment							
ASCED LEVEL OF EDUCATION CODES	Certificate n.f.d. (500)	Certificate III or IV n.f.d. (510)	Certificate IV (511)	Certificate III (514)	Certificate I or II n.f.d. (520)	Certificate II (521)	Certificate I (524)
Secondary Education n.f.d. (600)	Certificate n.f.d.	Certificate III or IV n.f.d.	Certificate IV	Certificate III	Certificate I or II n.f.d.	Certificate II	Certificate I
Senior Secondary Education n.f.d. (610)	Senior Secondary n.f.d.	Certificate III or IV n.f.d.	Certificate IV	Certificate III	Senior Secondary n.f.d.	Senior Secondary n.f.d.	Senior Secondary n.f.d.
Year 12 (611)	Year 12	Certificate III or IV n.f.d.	Certificate IV	Certificate III	Year 12	Year 12	Year 12
Year 11 (613)	Year 11	Certificate III or IV n.f.d.	Certificate IV	Certificate III	Year 11	Year 11	Year 11
Junior Secondary Education n.f.d. (620)	Certificate n.f.d.	Certificate III or IV n.f.d.	Certificate IV	Certificate III	Certificate I or II n.f.d.	Certificate II	Certificate I
Year 10 (621)	Year 10	Certificate III or IV n.f.d.	Certificate IV	Certificate III	Year 10	Certificate II	Year 10
Year 9 (622)	Certificate n.f.d.	Certificate III or IV n.f.d.	Certificate IV	Certificate III	Certificate I or II n.f.d.	Certificate II	Certificate I
Year 8 (623)	Certificate n.f.d.	Certificate III or IV n.f.d.	Certificate IV	Certificate III	Certificate I or II n.f.d.	Certificate II	Certificate I
Year 7 (624)	Certificate n.f.d.	Certificate III or IV n.f.d.	Certificate IV	Certificate III	Certificate I or II n.f.d.	Certificate II	Certificate I

42 The decision table is used to rank the information provided in a survey about the qualifications and attainments of a single individual. It does not represent any basis for comparison between differing qualifications. For example, a person whose Highest Year of School Completed was Year 12, and whose Level of Highest Non-school Qualification was a Certificate III, would have those responses crosschecked on the decision table and would as a result have their Level of Highest Educational Attainment output as Certificate III. However, if the same person had answered 'Certificate' to the highest non-school qualification question, without offering any further detail, it would be crosschecked against Year 12 on the decision table as 'Certificate not further defined'. The output would then be 'Year 12'. The decision table, therefore, does not necessarily imply that one qualification is 'higher' than the other.

43 The decision table was also used to assign a single value for the output variable Level of Education of 2005 Study for a Qualification, for persons who were studying towards a non-school qualification (e.g. Certificate I or II), while undertaking secondary education at school.

CONCEPTS AND DEFINITIONS

Persons aged 65-69 years

44 Persons aged 65-69 years were included for the first time in SET in 2005. Data for these persons have been included throughout this publication except for the time series tables (tables 5, 6, 17, 21 and 26) where the inclusion of this group would not allow time series comparisons. The data for these persons have been presented in the following table.

Persons aged 65-69 years - 2005

		Males	Females	Persons
Participation in education				
Enrolled to study for a qualification in 2005	'000	*5.5	7.2	12.7
Did not enrol to study for a qualification in 2005	'000	372.2	391.5	763.7
Educational Attainment				
Bachelor Degree or above	'000	44.9	41.7	86.6
Advanced Diploma/Diploma or below	'000	149.7	90.2	239.9
Total with non-school qualifications(a)	'000	196.9	133.2	330.1
Did not have non-school qualifications	'000	180.8	265.5	446.3
Participation in work-related training				
Completed a work-related training course in last 12 months	'000	30.6	15.4	46.1
Total persons aged 65-69 years	'000	377.7	398.7	776.4
Mean training hours(b)	no.	11.1	9.5	10.6
Total training hours(b)	'000	673.9	313.3	987.2

* estimate has a relative standard error of 25% to 50% and should be used with caution

(a) Includes persons whose highest non-school qualification could not be determined.

(b) Counts the number of training courses completed not the number of persons. Estimates relate to a maximum of four training courses per person.

Persons aged 70 years and over

45 Persons aged 70 years and over were included for the first time in SET in 2005. They were asked a subset of the questions asked of those aged 15-69 years. The purpose was to reduce respondent burden by only asking the most relevant questions of this group. Data for this group have been included in the publication wherever possible.

46 Persons aged 70 years and over were asked:

- socio-economic characteristics including cultural background, disability and personal and household income;
- labour force status, and if employed, details of their current main job;
- highest year of school completed; and
- level of highest non-school qualification obtained.

47 Information was also obtained on whether they had access to a computer and the Internet at home.

48 Detail on the data items available for those aged 70 years and over can be found in the SET data item list.

Labour force status

49 Prior to 2005, SET did not align with the standard labour force definitions of employed, unemployed and not in the labour force. Under the standard definition, those who usually and actually worked less than one hour a week are not considered to be employed and are asked additional questions to determine whether they are unemployed or not in the labour force. In previous SET surveys, these persons were treated as employed. In 2005 they are treated as unemployed or not in the labour force depending on whether they have been actively looking for work at any time in the four weeks prior to the end of the reference week. This change has very little impact on the estimates.

Employee excluding owner managers of incorporated enterprises

50 This group is generally comparable with 'wage or salary earners' presented in previous editions of this publication. For current employees excluding owner managers of incorporated enterprises, some additional employees have been included but have a negligible impact on the estimates. The additional employees are those who received remuneration in the form of a retainer from their employer while working on a commission basis, tips, piece rates or payment in kind. Prior to 2005, only employees who self-identified as wage or salary earners were sequenced through the questions on leave entitlements, trade union membership, apprenticeship/traineeship and earnings. In 2005, all employees were asked these questions; however, those paid in kind were not asked their earnings. For employees excluding owner managers of incorporated enterprises either in the last 12 months or at time of training, the category is directly comparable with 'wage or salary earners' in previous editions.

All qualifications at same level

51 Two or more qualifications are considered to be at the same level if they are in the same broad level category. The broad level categories align with ASCED and are: Postgraduate degree; Graduate diploma/Graduate certificate; Bachelor degree; Advanced diploma/Diploma; and Certificate. Where the level of one of the qualifications could not be determined, it could not be determined whether all qualifications were at the same level.

All qualifications in same field

52 Two or more qualifications are considered to be in the same field if they are in the same broad field category. The broad field categories align with ASCED and are: Natural and physical sciences; Information technology; Engineering and related technologies; Architecture and building; Agriculture, environmental and related studies; Health; Education; Management and commerce; Society and culture; Creative arts; Food, hospitality and personal services; and Mixed field programmes. Where the field of one of the qualifications could not be determined, it could not be determined whether all qualifications were in the same field.

Study not leading to a qualification

53 Study not leading to a qualification was collected for the first time in SET in 2005. Data have been presented in the same format as the Survey of Education and Work (SEW) but were collected differently, resulting in different estimates. In SET, study not leading to a qualification was collected for all persons aged 15-69 years, where SEW collects this only for those aged 15-64 years who had not reported that they were studying for a qualification but

had reported that they had studied at an educational institution. SET was specifically designed to collect all study not leading to a qualification, including study which was not undertaken at an educational institution. Data are available for SET 2005 for all study not leading to a qualification. However, this publication only presents the data for those who were not also studying qualification based or school level study. For a definition of Study not leading to a qualification, see the Glossary.

Employee training course

54 The categories of internal and external training courses are no longer used for SET. The definition prior to 2005 for an internal training course was a work-related course that was attended mainly by persons working for a person's employer or business at the time of training. For 2005, data have been presented for all work-related training courses. However, for some data items, the data were not collected for those who attended an employee training course because the information was not applicable. Employee training courses are defined as courses attended mainly by persons working for an employer for wages or salary, where the course was provided by their employer. The course was delivered by a staff member working for the employer or a consultant or trainer hired/contracted for the purpose, and was attended mainly by persons working for their employer. Data from the 2005 survey can be requested on the same basis as for 2001 and previous surveys.

Personal earnings, personal income and household income

55 In 2005, SET collected total personal and household income for the first time. Prior to 2005, SET only collected earnings in main job and profit and loss from own business. This information was collected in 2005 on the same basis as 2001, but additional information was also collected on personal and household income.

56 Earnings and income differ in that earnings only includes money received from wages and salary from the respondent's main period job or current main job, whereas income includes receipts from all regular income sources including wages and salaries. Additional receipts include any wages or salaries from a second job, profit and loss from own unincorporated enterprise, money received from government pensions and allowances, superannuation, worker's compensation and investment income.

57 Household income is the sum of the personal income of each person aged 15 years and over in the household. Where one person in the household either refused or did not know their income, the income for the household had to be classified as not known. In some households, not all persons responded to the survey; however, the records for those persons who fully responded were included in the survey. For these persons, their household income was also classified as not known. Mean and median income excluded those households whose income was not known or inadequately reported.

INCOME AND EARNINGS NON-RESPONSE, Persons 15 years and over

	no.	% of persons
Personal income refused/not known	809	2.9
Household income not known due to personal income refused/not known	1 156	4.2
Household income not known due to partially responding household	536	1.9
Total household income not known	1 692	6.1
Personal earnings in current job refused/not known	492	1.8
Personal earnings in main job refused/not known	430	1.6

Profit/loss from business refused/not known	251	0.9
Total persons in SET05 sample	27 577	100.0

58 The collection of profit and loss from own business changed in 2005. According to the ABS standard, those who were owner managers of incorporated enterprises are considered to be employees of the business as they draw a wage or salary. Prior to 2001, these persons were asked what their share of profit or loss from their business was. In 2005 they were asked what their wage or salary was.

COMPARABILITY WITH PREVIOUS EDUCATION AND TRAINING SURVEYS

59 Results of four previous household surveys on this topic were published in **Education and Training Experience, 2001** (cat. no. 6278.0), **Education and Training Experience, Australia, 1997** (cat. no. 6278.0), **Training and Education Experience, Australia, 1993** (cat. no. 6278.0) and **How Workers Get Their Training, Australia, 1989** (cat. no. 6278.0).

60 Essentially the same methodology was used for the 2005, 2001, 1997 and 1993 surveys; however, the scope of the surveys differed. The 2005 survey included all persons aged 15 years and over, with those aged 70 years and over asked a subset of questions. The 2001 survey only included persons aged 15 to 64 years. Both surveys included persons regardless of their employment or study status. See paragraphs 7-10 for more details on the scope of the 2005 survey.

61 In comparison, the scope of the 1997 survey was narrower and included persons aged 15-64 years who:

- had worked as wage or salary earners in the previous 12 months;
- were employed, unemployed or marginally attached to the labour force;
- were aged 15-20 years and still at secondary school; and
- were not in the labour force but were studying, or had studied in 1997.

62 The scope of the 1993 survey was even narrower than that of the 1997 survey. It included persons aged 15-64 years who had worked as wage or salary earners ('employees') in the last 12 months, as well as those who, at the time of the survey, were employers, self-employed, unemployed or marginally attached to the labour force, except:

- persons aged 15-20 years still at school; and
- persons working as unpaid family helpers or solely for payment in kind unless they had also held a wage or salary job in the last 12 months.

63 Other main differences between the surveys are as follows:

- In 2005 and 2001, data were collected from Australian Defence Force Personnel living in private dwellings. This was not the case in 1997 or 1993.
- ASCED was introduced in 2001 to classify educational activity by the level and field of activity. ASCED replaced the ABSCQ (which was used in the 1993 and 1997 surveys), where the main focus was on a qualification as a unit of measurement. ASCED has been designed to be applied to a number of education-related concepts, such as a 'qualification', 'unit of study', 'module' or 'course'. The classification includes all pre-

primary, primary and secondary education, as well as all formal non-school education and training.

- For the 2005 survey, 'training' only refers to courses undertaken to obtain, maintain or improve employment-related skills or competencies. 'On-the-job' training has been excluded. For the 2001 survey, 'training' included 'on-the-job' training. In the 1997 survey the term 'training' also included any study undertaken towards the completion of an educational qualification.

64 The ABS can provide advice on the comparison of the 2005 survey results with those from earlier surveys.

COMPARABILITY WITH LABOUR FORCE, AUSTRALIA (CAT. NO. 6203.0)

65 Wherever possible, standard question modules were used to ensure that data from the SET were comparable with data from other ABS surveys. However, there will be differences between the estimates in this publication, those given in **Labour Force, Australia (cat. no. 6202.0)**, and publications from surveys conducted as supplements to the ABS's monthly Labour Force Survey. This is due to differences in scope, sample size, definitions and estimation methodology.

66 See paragraphs 49-50 for changes to the definition of labour force status between the 2001 SET and the 2005 SET. The definitions now align more closely with the definition used in **Labour Force, Australia (cat. no. 6202.0)**.

67 In this survey, unemployed persons were defined as those who were not employed during the reference week, had actively looked for full-time or part-time work at any time in the four weeks up to the end of the reference week, and were available for work in the reference week. Conversely, the definition used in **Labour Force, Australia (cat. no. 6202.0)** also includes future starters who had actively looked for work in the four weeks up to the end of the reference week but reported that they could not have started work in the reference week, as they were waiting to start a job. These were persons who were not employed during the reference week, who were waiting to start a new job within four weeks from the end of the reference week and could have started in the reference week if the job had been available.

68 In addition, estimates in this publication include some persons who are excluded from estimates of employed in **Labour Force, Australia (cat. no. 6202.0)**. These are persons who were absent from work:

- on workers' compensation and were not returning (or were unsure about returning) to their employer; or
- without pay for more than four weeks up to the end of the reference period (for reasons other than an industrial dispute or standard work arrangements).

69 In **Labour Force, Australia (cat. no. 6202.0)**, these persons are classified as unemployed or not in the labour force according to their activity in the reference week.

ACKNOWLEDGMENT

70 ABS publications draw extensively on information provided freely by individuals, businesses, governments and other organisations. Their continued cooperation is very much appreciated: without it, the wide range of statistics published by the ABS would not be available. Information received by the ABS is treated in strict confidence as required by the **Census and Statistics Act 1905**.

SET PRODUCTS AND SERVICES

Results for states and territories

71 A set of tables in a spreadsheet format equivalent to those in this publication will be produced for each state and territory (subject to standard error constraints and excluding time series tables) and Australia. These tables will be available from the ABS web site <<https://www.abs.gov.au>> (as Datacubes to cat. no. 6278.0) or from the ABS upon request.

Unit Record File

72 It is expected that a confidentialised unit record file (CURF) will be produced from SET, subject to the approval of the Australian Statistician. A CURF is expected to be made available as a CD-ROM and/or Remote Access Data Lab (RADL), in both SAS and SPSS format. A full range of up-to-date information about the availability of ABS CURFS and about applying for access to CURFs is available via the ABS web site <<https://www.abs.gov.au>> (see Services We Provide - Confidentialised Unit Record Files (CURFs)). Inquiries to the ABS CURF Management Unit should email: curf.management@abs.gov.au, or telephone (02)6252 5853.

Special tabulations

73 As well as releasing publications and standard products, the ABS can make special tabulations available. Subject to confidentiality and sampling variability constraints, tabulations can be produced from the survey incorporating data items, populations and geographic areas selected to meet individual requirements. These can be provided in printed form, or in spreadsheets sent by email or on CD-ROM.

74 Education, industry, occupation and other data are available on request at more detailed levels than those presented in this publication.

RELATED PUBLICATIONS

75 Other ABS publications which may be of interest include:

- **A Directory of Education and Training Statistics (cat. no. 1136.0)** - available on the ABS web site <<https://www.abs.gov.au>>
- **Aspects of Literacy: Assessed Skill Levels, Australia (cat. no. 4228.0)** - issued irregularly, latest issue 1996 released in September 1997.
- **Aspects of Literacy: Profiles and Perceptions, Australia** (cat. no. 4226.0) - issued irregularly, latest issue 1996 released in May 1997.
- **Education and Training Indicators, Australia (cat. no. 4230.0)** - issued irregularly,

first issue 2002 released in December 2002.

- **Education and Work, Australia (formerly Transition from Education to Work, Australia)** (cat. no. 6227.0)- issued annually, latest issue May 2005 released in December 2005.
- **Employer Training Expenditure and Practices, Australia** (cat. no. 6362.0) - issued irregularly, latest issue 2001-02 released in April 2003.
- **General Social Survey: Summary Results, Australia (cat. no. 4159.0)**, latest issue 2002 released in January 2004.
- **Information Paper: Measuring Learning in Australia - A Framework for Education and Training Statistics** (cat. no. 4213.0) - first issue 2003 released in January 2003.
- **Information Paper: Measuring Learning in Australia - Dictionary of Standards for Education and Training Statistics** (cat. no. 4232.0.55.001) - first issue 2004 released in October 2004.
- **Information Paper: Measuring Learning in Australia - Plan to improve the Quality, Coverage and Use of Education and Training Statistics (cat. no. 4231.0)** - first issue 2004 released in September 2004.
- **Labour Force, Australia** (cat. no. 6202.0) - issued monthly.
- **Schools, Australia** (cat. no. 4221.0) - issued annually, latest issue 2005 released in February 2006.

76 Current publications and other products released by the ABS are listed in the **Catalogue of Publications and Products** (cat. no. 1101.0). The Catalogue is available from any ABS office or the ABS web site <<https://www.abs.gov.au>>. The ABS also issues a daily Release Advice on the web site which details products to be released in the week ahead.

NEXT SURVEY

77 The ABS intends to conduct this survey again in 2009.

Glossary

GLOSSARY

Actively looking for work

Includes writing, telephoning or applying in person to an employer for work; answering an advertisement for a job; checking factory noticeboards or the touchscreens at the Centrelink offices; being registered with Centrelink as a jobseeker; checking or registering with any other employment agency; advertising or tendering for work; and contacting friends or relatives.

Australian Standard Classification of Education (ASCED)

The ASCED is a national standard classification which includes all sectors of the Australian education system, that is, schools, vocational education and training, and higher education.

From 2001, ASCED replaced a number of classifications used in administrative and statistical systems, including the **Australian Bureau of Statistics Classification of Qualifications (ABSCQ)**. The ASCED comprises two classifications: Level of Education and Field of Education. See **Australian Standard Classification of Education (ASCED), 2001** (cat. no. 1272.0).

Certificate not further defined

Survey responses were coded to Certificate not further defined (n.f.d.) when there was not enough information to code them to Certificate I, II, III or IV in the **Australian Standard Classification of Education (ASCED), 2001** (cat. no. 1272.0), Level of Education classification.

Consultant

For the data item 'Delivery of training course', as presented in this publication, a consultant refers to a person or organisation hired or contracted by an employer to deliver a work-related training course.

Country of birth

Country of birth has been classified according to the **Standard Australian Classification of Countries (SACC), 1998** (cat. no. 1269.0).

Educational institution or organisation

An institution or organisation providing education or training such as Universities, TAFEs, Schools, organisations which provide Adult and Community Education, Business Colleges and Professional or Industry Associations.

Employed

Persons who, during the reference week:

- worked for one hour or more for pay, profit, commission or payment in kind in a job or business, or on a farm (comprising employees, employers and own account workers); or
- worked for one hour or more without pay in a family business or on a farm (i.e. contributing family workers); or
- were employees who had a job but were not at work; or
- were employers or own account workers who had a job, business or farm, but were not at work.

This definition differs slightly from that used in previous editions of this survey. See paragraph 49 of the Explanatory Notes for details.

Employed full-time

Employed persons who usually worked 35 hours or more a week in all jobs and those who, although usually working less than 35 hours a week, worked 35 hours or more during the reference week.

Employed part-time

Employed persons who usually worked less than 35 hours a week in all jobs and either did so during the reference week, or were not at work in the reference week.

Employee

A person who works for a public or private employer and receives remuneration in wages, salary, a retainer fee from their employer while working on a commission basis, tips, piece rates, or payment in kind, or a person who operates their own incorporated enterprises with or without hiring employees. In this publication, employee relates to his/her main job.

Employee excluding owner managers of incorporated enterprises

See entries for 'Employee' and 'Owner managers of incorporated enterprises'. This group is comparable with 'Wage or salary earners' presented in previous editions of this publication. See paragraph 50 of the Explanatory Notes for more details.

Employee training course

Courses attended by persons working for an employer for wages or salary, where the course was delivered by a staff member working for the employer or a consultant or trainer hired/contracted for the purpose, and was attended mainly by persons working for their employer. This differs from 'Internal training course' presented in previous editions of this publication. See paragraph 54 of Explanatory Notes for more details.

Employer

A person who operates his or her own unincorporated economic enterprise or engages independently in a profession or trade, and hires one or more employees.

Enrolled

Refers to persons enrolled for a course of study in the particular reference period (e.g. current or previous calendar year) at an educational institution or organisation (as defined).

Equivalised household income

Equivalising adjusts actual income to take account of the different needs of households of different size and composition. There are economic advantages associated with living with others, because household resources, especially housing, can be shared. The equivalence scale used to obtain equivalised incomes is that used in studies by the **Organisation for Economic Co-operation and Development (OECD)** and is referred to as the 'modified OECD scale'. The scale gives a weight of 1.0 to the first adult in the household, a weight of 0.5 for each additional adult (persons aged 15 years and over), and a weight of 0.3 for each child. For each household, the weights for household members are added together to form the household weight. Total household income is then divided by the household weight to give an income that a lone person household would need for a similar standard of living. Equivalised household income can be viewed as an indicator of the economic resources available to each member of the household.

Field of training

Field of training is defined as the subject matter of a work-related training course. It was reported by the respondent, according to the content of the training course undertaken. The respondent was asked to choose the main field of training from a list of 16 options provided on a prompt card.

Financial support

Persons who completed at least one work-related training course during the 12 months prior to interview, and/or those who were enrolled in a course of non-school qualification study during 2005, were asked if they had received financial support from one or more of the following sources in relation to their training and/or study:

- an employer;
- the government;
- family members;
- union or professional organisation; and/or
- other source.

Those who received employer financial support were asked if their employer had:

- provided paid time off or study leave;
- paid for HECS;
- paid for fees;
- paid for study or training materials;
- paid accommodation or travel expenses; and/or
- provided other financial support.

Higher education institution

An Australian institution providing higher education courses, e.g. Universities; Colleges of Advanced Education; Institutes of Advanced Education; Institutes of Higher Education;

Institutes of Tertiary Education; Agricultural Colleges and some Institutes of Technology.

Household

A group of related or unrelated persons who usually live in the same dwelling and make common provision for food and other essentials of living; or a lone person who makes provision for his or her own food and other essentials of living without combining with any other person.

Incorporated enterprise

An enterprise which is registered as a separate legal entity to its members or owners (also known as a limited liability company).

Income

Regular and recurring cash receipts before income tax is deducted, including moneys received from wages and salaries, government pensions and allowances, and other regular receipts such as superannuation, worker's compensation, child support, other transfers from other households, scholarships, profit or loss from own unincorporated business or partnership and investment income.

Industry

From August 1994, Industry has been classified according to the **Australian and New Zealand Standard Industrial Classification (ANZSIC), 1993** (cat. no. 1292.0).

Labour force

For any group, persons who were employed or unemployed, as defined.

Leave entitlements

Employees were asked whether they were entitled to paid holiday leave and/or paid sick leave with their employer. Entitlement to paid holiday and/or sick leave is sometimes used as a proxy for determining the permanent or casual status of workers.

Level (and Field) not determined

Level (and Field) not determined includes inadequately described responses and cases where no response was given.

Level of education

Level of education is a function of the quality and quantity of learning involved in an educational activity. It is categorised according to the **Australian Standard Classification of Education (ASCED), 2001** (cat. no. 1272.0) Level of Education classification.

Level of highest educational attainment

Level of highest educational attainment identifies the highest achievement a person has attained in any area of study. It is not a measurement of the relative importance of different fields of study but a ranking of qualifications and other educational attainments regardless of the particular area of study or the type of institution in which the study was undertaken. See paragraphs 40-43 of the Explanatory Notes for how highest level is derived.

For this variable, Level (of highest educational attainment) not determined is used when respondents have given their highest level of school completed and have said they have a non-school qualification but have not supplied a level for the non-school qualification. Their highest level of school completed may well be their highest level of attainment but because the level of their highest non-school qualification is not available, it can not be determined whether their Year 12, 11 or 10 is their highest level of attainment. Level not determined also includes inadequately described responses or where no responses were given.

Main field of education

Main field of education is defined as the subject matter of an educational activity. It is categorised according to the **Australian Standard Classification of Education (ASCED), 2001** (cat. no. 1272.0) Field of Education classification.

Main language other than English spoken at home

The main language, other than English, spoken by a person in his/her home, on a regular basis, to communicate with other residents of the home and regular visitors to the home.

Main period employer

The employer for whom a person worked the most weeks for wages or salary in the 12 months prior to interview. The main period employer may not be their current employer.

Marginally attached to the labour force

Persons who were not in the labour force in the reference week, wanted to work and:

- were actively looking for work but did not meet the availability criteria to be classified as unemployed; or
- were not actively looking for work but were available to start work within four weeks or

could start work within four weeks if child care was available.

Mean equivalised household income

The sum of the equivalised household income of each person in a group divided by the number of persons in the group. For example, the mean equivalised household income of persons aged 15 years and over is the sum of the equivalised household incomes of all persons aged 15 years and over in the population, divided by the number of persons aged 15 years and over in the population.

Mean training costs

The amount obtained by dividing the total cost of all courses in which participants incurred costs by the number of courses in which participants incurred costs. See entry for Training costs incurred by participant.

Mean usual weekly earnings

Usual weekly earnings is the amount of weekly pay usually earned while working as an employee, before taxation or other deductions are made. Annual, monthly or fortnightly amounts were converted to their weekly equivalent. If the person had more than one job, then the one in which the person usually worked the most hours was used to calculate usual weekly earnings. Mean usual weekly earnings were calculated by dividing the total usual weekly earnings for a particular population by the number of people in that population.

Median training costs

The amount which divides the distribution of training courses in which the participant incurred costs into two equal groups, one incurring training costs above and the other below that amount. See entry for Training costs incurred by participant.

Mixed field programmes

The field Mixed field programmes is categorised according to the **Australian Standard Classification of Education (ASCED), 2001** (cat. no. 1272.0) Field of Education classification.

Non-school qualification

Non-school qualifications are awarded for educational attainments other than those of pre-primary, primary or secondary education. They include qualifications at the Post Graduate Degree level, Master Degree level, Graduate Diploma and Graduate Certificate level, Bachelor Degree level, Advanced Diploma and Diploma level, and Certificates I, II, III and IV levels. Non-school qualifications may be attained concurrently with school qualifications.

Respondents aged 15-69 years were asked how many qualifications they had completed. Detailed questions were then asked about the three highest qualifications. This means that the tables in this publication relating to 'qualifications' (that is, tables 18 and 19) underestimate the number of qualifications attained by people who completed more than three qualifications.

Not in the labour force

Persons who were not in the categories 'employed' or 'unemployed' as defined.

Occupation

Classified according to the **ASCO - Australian Standard Classification of Occupations, Second Edition, 1997** (cat. no. 1220.0).

Other institution

Includes institutions or organisations that offer courses and/or training such as Schools, Business colleges, Industry skills centres, Professional or industry associations, Equipment/product manufacturers or suppliers, Job Network members or other government training centres, Adult or community education centres and 'Other' organisations.

Owner managers of incorporated enterprises

Persons who work in their own incorporated enterprise, that is, a business entity which is registered as a separate legal entity to its members or owners (also known as a limited liability company).

Qualification

Formal certification, issued by a relevant approved body, in recognition that a person has achieved learning outcomes or competencies relevant to identified individual, professional, industry or community needs. Statements of attainment awarded for partial completion of a course of study at a particular level are excluded.

Remoteness

The ABS has defined Remoteness within the **Australian Standard Geographical Classification (ASGC)**. The ASGC Remoteness Structure is defined only in census years, commencing with the census year 2001, and includes all Collection Districts (CDs) across Australia. The purpose of the Remoteness Structure is to classify CDs which share common characteristics of remoteness into broad geographical regions called Remoteness Areas (RAs). The structure defines six RAs: Major Cities of Australia; Inner Regional Australia; Outer Regional Australia; Remote Australia; Very Remote Australia; and Migratory.

The delimitation criteria for RAs are based on the Accessibility/Remoteness Index of Australia (ARIA), which measures the remoteness of a point based on the physical road distance to the nearest Urban Centre (ASGC 2001) in each of five size classes. For this survey, the ASGC 2001 CDs were used. The RAs were derived by calculating the average ARIA index value for each CD and applying the ASGC 2001 RA criteria.

The Remoteness Structure is described in detail in the publication **Statistical Geography Volume 1 Australian Standard Geographical Classification (ASGC) 2001** (cat. no. 1216.0).

School study

School study is participation in primary or secondary level education regardless of the institution or location where that study took place, including at a Technical and Further Education (TAFE) institution or schooling at home.

Sector of employment

Sector of employment is used to classify a respondent's employer as a public or private enterprise. The public sector includes all government units, such as government departments, non-market non-profit institutions that are controlled and mainly financed by government, and corporations and quasi-corporations that are controlled by government. All other employers are classified to the private sector.

Studying full-time

Enrolment in study full-time as reported by the respondent.

Studying part-time

Enrolment in study part-time as reported by the respondent.

Study leading to a qualification

The reported level of education of any study being undertaken that will lead to formal certification, issued by a relevant approved body, in recognition that a person has achieved learning outcomes or competencies relevant to identified individual, professional, industry or community needs.

Study not leading to a qualification

Refers to all learning experience which form part of a course not leading to a qualification. Examples include statements of attainment, bridging and enabling courses, adult education

courses, hobby courses and personal enrichment courses.

TAFE

A Technical and Further Education institution. In Victoria this may also be interpreted as Training and Further Education.

Training costs incurred by participant

Persons who completed at least one work-related training course during the 12 months prior to interview were asked whether they had personally paid for any part of their training. Some examples of costs are: course fees, materials, special clothing requirements, accommodation, travel costs and child care.

Unemployed

Persons aged 15 years and over who were not employed during the reference week, and:

- had actively looked for full-time or part-time work at any time in the four weeks up to the end of the reference week; and
- were available for work in the reference week.

Note: This definition differs slightly from that given in **Labour Force, Australia** (cat. no. 6203.0). See paragraph 67 of the Explanatory Notes for details.

Work-related training courses

Work-related training courses are work-related learning activities, undertaken primarily to obtain, maintain or improve employment-related skills or competencies.

Work-related training courses were defined in this survey as activities which:

- were undertaken in Australia;
- had a structured format, with an orderly or methodical means of presenting or providing the training during a period of time; and
- were undertaken in the 12 months prior to interview.

Examples of work-related training courses include:

- training seminars, training workshops and other group training sessions;
- demonstration training sessions and training conferences;
- audio visual presentations and talks or lecture presentations; and
- classroom-style presentations or self-paced training courses.

Work-related training courses exclude:

- on-the-job training or any type of ad hoc 'learn as you go' training;
- attendance at conferences, seminars, workshops, etc., where the primary focus was not on skills acquisition; and
- study for an educational qualification.

Respondents were asked how many work-related training courses they had completed in Australia in the last 12 months. Detailed questions were asked about a maximum of four completed courses, starting with the most recent. This means that the tables in this publication relating to 'work-related training courses' (that is, tables 22 to 29) underestimate the number of training courses undertaken by people who attended more than four training courses.

Worked full-time

Employed persons who usually worked 35 hours or more a week in their current main job and those who, although usually working less than 35 hours a week, worked 35 hours or more during the reference week.

For persons who worked with their main period employer who was not their current main employer, it refers to those who usually worked 35 hours or more a week in that job.

Worked part-time

Employed persons who usually worked less than 35 hours a week in their current main job and either did so during the reference week, or were not at work in the reference week.

For persons who worked with their main period employer who was not their current main employer, it refers to those who usually worked less than 35 hours a week in that job.

Abbreviations

The following symbols and abbreviations are used in this publication:

ABS	Australian Bureau of Statistics
ABSCQ	Australian Bureau of Statistics Classification of Qualifications
ANZSIC	Australian and New Zealand Standard Industrial Classification
ASCED	Australian Standard Classification of Education
ASCO	Australian Standard Classification of Occupations
ASGC	Australian Standard Geographical Classification
CD	Collection District
CURF	Confidentialised Unit Record File
HECS	Higher Education Contribution Scheme
n.f.d.	not further defined
RSE	relative standard error
SAS	software package for preparing and executing computerised data analysis

SE	standard error
SET	Survey of Education and Training
SEW	Survey of Education and Work
SPSS	software package for preparing and executing computerised data analysis
TAFE	Technical and Further Education

Appendix

APPENDIX POPULATIONS AND DATA ITEMS LIST

DATA AVAILABLE ON REQUEST

The ABS has a range of data available on request from the Survey of Education and Training 2005. This section lists the data items and populations which relate to the survey.

The population(s) for a particular item refers to those persons, qualifications or work-related training courses in the survey to whom the data item relates. The broadest populations are presented, however the data are available for other population(s) which are a subset of the listed populations. Education, industry, occupation and some other data are available at more detailed levels than those presented in this publication.

Where alternative output categories are available for the same data item, these are shown and the data item name is followed by a bracketed numeral (e.g. Country of birth (2)). Data items indicated by # are multiple response items.

For more information about the ABS data available on request, including more detail on the data items, contact Terri Jamieson by email at <terri.jamieson@abs.gov.au> or on Canberra (02) 6252 5267 or facsimile (02) 6252 8013.

SURVEY OF EDUCATION AND TRAINING, Populations - 2005

Populations	Age group (years)
Labour Force	
1 Persons aged 15+ years	15+
2 Persons aged 15-64 years	15-64
3 Persons aged 15-69 years	15-69
4 Persons in, or marginally attached to, the labour force	15+
5 Employees excluding owner managers of incorporated enterprises in the last 12 months	15-69
6 Employed persons	15+
7 Employees	15+
8 Employees excluding owner managers of incorporated enterprises	15+
9 Self-identified wage or salary earners	15+
10 Employees, excluding owner managers of incorporated enterprises and persons currently attending school	15+
11 Employees excluding owner managers of incorporated enterprises currently working with main period employer	15-69
12 Apprentices and trainees	15-69
13 Persons working in their own business	15+

14	Persons working in their own business without employees	15+
15	Persons working in their own business with employees	15+
16	Persons currently providing education or training in their main job	15-69
17	Unemployed persons	15+
18	Persons marginally attached to the labour force	15+
	Education	
19	Persons who have completed one or more non-school qualifications	15+
20	Persons who have completed two or more non-school qualifications	15-69
21	Persons who have completed three or more non-school qualifications	15-69
22	Persons aged 15-24 years who are attending school	15-24
23	Persons aged 15-24 years who are attending school, or left school in previous or current year	15-24
24	Persons not attending school	15-69
25	Persons aged 15-20 years	15-20
26	Persons who enrolled to study for a non-school qualification in previous year	15-69
27	Persons who enrolled to study for a non-school qualification in previous year and continued in current year	15-69
28	Persons who enrolled to study for a non-school qualification in current year	15-69
29	Persons currently attending school, enrolled to study for a non-school qualification or studied for a Year 12 certificate (at a place other than school) in current year	15-69
30	Persons who did not enrol to study for a non-school qualification in current year	15-69
31	Persons who enrolled in study not leading to a qualification in previous year	15-69
32	Persons who enrolled in study not leading to a qualification in current year	15-69
33	Persons who enrolled to study in the previous year (all study)	15-69
34	Persons who enrolled to study in the current year (all study)	15-69
	Work-related Training	
35	Persons who completed one or more training courses in the last 12 months	15-69
36	Persons who completed two or more training courses in the last 12 months	15-69
37	Persons who completed three or more training courses in the last 12 months	15-69
38	Persons who completed four or more training courses in the last 12 months	15-69
39	Persons who completed one or more training courses in the last 12 months while working	15-69
40	Persons who completed one or more training courses in the last 12 months organised by employer	15-69
41	Persons who completed one or more training courses in the last 12 months organised by external provider	15-69
42	Persons who completed one or more training courses in the last 12 months while not working	15-69
43	Persons who completed one or more training courses in the last 12 months while working as an employee excluding owner managers of incorporated enterprises	15-69
44	Persons who did not attend a training course in the last 12 months	15-69
	Work-related Training Courses	
45	Training courses completed in the last 12 months	15-69
46	Training courses completed in the last 12 months by persons while working	15-69
47	Training courses completed in the last 12 months by employees excluding owner managers of incorporated enterprises	15-69
48	Training courses completed in the last 12 months organised by employer	15-69
49	Training courses completed in the last 12 months organised by external provider	15-69
50	Training courses completed in the last 12 months while not working	15-69
	Qualifications	
51	Non-school qualifications completed	15-69

SURVEY OF EDUCATION AND TRAINING, Demographics and Household - 2005

Data Items	Population
<hr/>	
Demographics	
Sex	1
Age	1
Marital status	1
Relationship in household (1)	1
Relationship in household (2)	1
Age of youngest child	1
Whether had any children aged under 12 years	1
Number of children aged 0-14 years	1
Number of children aged 0-4 years	1
Number of children aged 5-9 years	1
Number of children aged 10-11 years	1
Number of children aged 12-14 years	1

Number of persons aged 15 years and over in the household	1
State or Territory of usual residence	1
Area of usual residence	1
Geographical region	1
Remoteness	1
Indigenous status	1
Country of birth (1)	1
Country of birth (2)	1
Year of arrival in Australia	1
Age of arrival in Australia	1
Australian citizenship	1
Whether overseas student	1
Country of birth of father	1
Country of birth of mother	1
Country of birth of parents	1
First language spoken	1
Main language other than English spoken at home	1
Main language spoken at home	1
Proficiency in spoken English - Respondent's perception	1
Index of economic resources for household - CD within Australia	1
Index of economic resources for household - SLA within Australia	1
Index of education and occupation for household - CD within Australia	1
Index of education and occupation for household - SLA within Australia	1
Index of relative socio-economic disadvantage for household - CD within Australia	1
Index of relative socio-economic disadvantage for household - SLA within Australia	1
Index of relative socio-economic advantage/disadvantage for household - CD within Australia	1
Index of relative socio-economic advantage/disadvantage for household - SLA within Australia	1
Disability	
Whether had a disability or long-term health condition	1
Restricting impairment type #	1
Level and type of core activity restriction #	1
Whether had a specific restriction	1
Information Technology	
Computer access at home	1
Internet access at home	1
Income	
Personal gross weekly income	1
Household gross weekly income	1
Equivalised household gross weekly income	1
All sources of personal income #	1
Principal source of personal income	1

SURVEY OF EDUCATION AND TRAINING, Labour Force Status - 2005

Data Items	Population
Current Labour Force	
Labour force status	1
Labour force status and full-time or part-time workers	1
Employment status	1
Employment status (LFS definition)	1
Status in employment (standard LFS categories)	6
Current working arrangements	6
Occupation in current job or business	6
Industry of current job or business	6
Sector of employment of current job or business	6
Size of location in current job or business (number of staff)	6
Size of business in current job or business (number of staff throughout Australia)	6
Cumulative duration of employment in current job or business	6
Cumulative duration of employment in current occupation held in current job or business	6
Hours worked last week in current job or business	6
Hours usually worked per week in current job or business	6
Hours usually worked per week in all jobs	6
Full-time or part-time workers	6
Whether working full-time or part-time in current job or business	6
Whether had leave entitlements in current job	7

Trade union membership in current job	7
Usual weekly earnings in current job (\$)	7
Average weekly earnings from current business in last financial year (\$)	13
Whether looking for full-time or part-time work	17
Duration of unemployment	17
Active steps taken to find work	17
Whether looking for work	18
Whether had ever worked	1
Type of marginal attachment	18
Whether an apprentice or trainee under contract in the last 12 months	7
Whether an apprentice or trainee under contract in current job	7
Whether under contract as an apprentice or trainee	7
Work History	
Number of employers in the last 12 months	5
Whether currently working with main period employer	5
Occupation in job with main period employer	5
Industry of main period employer	5
Sector of employment of main period employer	5
Size of location in job with main period employer (number of staff)	5
Size of business of main period employer (number of staff throughout Australia)	5
Cumulative duration of employment with main period employer	5
Cumulative duration of employment in last occupation held with main period employer	5
Hours usually worked per week with main period employer	5
Whether usually worked full-time or part-time with main period employer	5
Whether had leave entitlements with main period employer	5
Trade union membership with main period employer	5
Usual weekly earnings in job with main period employer (\$)	5
Education or Training Work-force (in current job)	
Whether provides education or training in main job	6 (Age=15-69)
Whether provides vocational education or training	6 (Age=15-69)
Types of education or training activities performed #	16
Organisation at which employed to provide education or training	16
Whether direct or indirect involvement in providing education or training	16
Hours per week spent providing education or training	16
Whether had obtained a non-school qualification in education or training	16
Whether received training in how to train others	16

SURVEY OF EDUCATION AND TRAINING, Educational Attainment - 2005

Data Items	Population
Highest Educational Attainment	
Level of highest educational attainment	1
Main field of highest educational attainment	1
Number of non-school qualifications completed	3
Whether all non-school qualifications are at same level	20
Whether all non-school qualifications are in same field	20
School Completion	
Highest year of school completed	1
Age left school	3
Year left school	3
Main reason did not complete Year 12	1
Whether undertook TAFE accredited subjects or courses as part of secondary school	1
Most Recent Non-school Qualification	
Level of most recent non-school qualification	3
Main field of most recent non-school qualification	19 (Age=15-69)
Institution or organisation from which most recent non-school qualification obtained	19 (Age=15-69)
Whether most recent non-school qualification obtained in Australia	19 (Age=15-69)
Year most recent non-school qualification completed	19 (Age=15-69)
All reasons for undertaking most recent non-school qualification #	19 (Age=15-69)
Main reason for undertaking most recent non-school qualification	19 (Age=15-69)
Highest Non-school Qualification	
Level of highest non-school qualification	1
Main field of highest non-school qualification	19
Institution or organisation from which highest non-school qualification obtained	19
Whether highest non-school qualification obtained in Australia	19

Year highest non-school qualification completed	19
Whether highest non-school qualification is the same level and field as most recent	19
Second Highest Non-school Qualification	
Level of second highest non-school qualification	20
Main field of second highest non-school qualification	20
Institution or organisation from which second highest non-school qualification obtained	20
Whether second highest non-school qualification obtained in Australia	20
Year second highest non-school qualification completed	20
Whether second highest non-school qualification is the same level and field as most recent	20
Third Highest Non-school Qualification	
Level of third highest non-school qualification	21
Main field of third highest non-school qualification	21
Institution or organisation from which third highest non-school qualification obtained	21
Whether third highest non-school qualification obtained in Australia	21
Year third highest non-school qualification completed	21
Whether third highest non-school qualification is the same level and field as most recent	21
Non-school Qualifications	
(note that estimates relate to qualifications, not persons)	
Level of non-school qualification	51
Main field of non-school qualification	51
Institution or organisation from which non-school qualification obtained	51
Whether non-school qualification obtained in Australia	51
Year non-school qualification completed	51

SURVEY OF EDUCATION AND TRAINING, Study - 2005

Data Items	Population
General Previous Year Study (first course enrolled for study in 2004)	
Level of previous year study	3
Main field of previous year study	3
Whether enrolled for a non-school course in previous year	3
Previous Non-school Study for a Qualification (first qualification course enrolled for in 2004)	
Number of non-school educational qualifications enrolled for in previous year	26
Level of previous year non-school study for a qualification	26
Main field of previous year non-school study for a qualification	26
Institution or organisation at which enrolled for previous year non-school study for a qualification	26
Whether studied full-time or part-time for previous year non-school study for a qualification	26
Whether studied externally for previous year non-school study for a qualification	26
Number of contact hours per week for previous year non-school study for a qualification	26
General Current Study	
Level of education of current year study	3
Main field of education of current year study	3
Current year study status	3
Whether enrolled to study in current year	3
School Study	
Current year school attendance	3
Current year school study	3
Whether currently undertaking TAFE accredited subjects or courses as part of secondary school	22
Whether intends to complete secondary school	22
Whether received any study-related government payments while at secondary school #	22
Type of school currently attending	22
Type of school attended last year	23
Current Non-school Study for a Qualification (most recent qualification course enrolled for in 2005)	
Number of non-school educational qualifications enrolled for in current year	28
Level of current year non-school study for a qualification	28
Main field of current year non-school study for a qualification	28
Whether preferred field of study for current year non-school study for a qualification	28
Institution or organisation at which enrolled for current year non-school study for a qualification	28
Whether preferred institution or organisation for current year non-school study for a qualification	28
Main reason did not study preferred field or at preferred institution for current year non-school study for a qualification	28

Whether institution or organisation for current year non-school study for a qualification is government or non-government	28
All reasons for current year non-school study for a qualification #	28
Main reason for current year non-school study for a qualification	28
Whether current year non-school study for a qualification same as the qualification enrolled for in previous year	28
Whether studying full-time or part-time for current year non-school study for a qualification	28
Whether studied externally for current year non-school study for a qualification	28
Number of contact hours per week for current year non-school study for a qualification	28
Whether received recognition for prior learning for current year non-school study for a qualification #	28
Whether any current year non-school study for a qualification undertaken by Open Learning	28
Whether commenced current year non-school study for a qualification in current year	28
Year commenced current year non-school study for a qualification	28
Whether received any study-related government payments for current year non-school study for a qualification #	28
Non-employer financial support for current year non-school study for a qualification #	28
Employer financial support for current year non-school study for a qualification #	28
Financial support for current year non-school study for a qualification #	28
Whether intends to complete current year non-school study for a qualification	28
All methods of delivery for current year non-school study for a qualification #	28
Main method of delivery for current year non-school study for a qualification	28
Whether had completed a qualification in the same field as current year non-school study for a qualification	28
Main activity in the 12 months before commencing current year non-school study for a qualification	28
Continuing Non-school Study for a Qualification (qualification course enrolled for in 2004 and continued in 2005)	
Level of continuing non-school study for a qualification	27
Main field of continuing non-school study for a qualification	27
Institution or organisation at which enrolled for continuing non-school study for a qualification	27
Whether institution or organisation at which enrolled for continuing non-school study for a qualification is government or non-government	27
All reasons for undertaking continuing non-school study for a qualification #	27
Main reason for undertaking continuing non-school study for a qualification	27
Year commenced continuing non-school study for a qualification	27
Whether had completed a non-school qualification in the same field as continuing non-school study for a qualification	27
Previous Study Not Leading to a Qualification (first non-qualification course enrolled for in 2004)	
Number of courses not leading to a qualification enrolled for in previous year	31
Main field of previous year study not leading to a qualification	31
Institution or organisation at which enrolled for previous year study not leading to a qualification	31
Current Study Not Leading to a Qualification (most recent non-qualification course enrolled for in 2005)	
Number of courses not leading to a qualification enrolled for in current year	32
Main field of current year study not leading to a qualification	32
Institution or organisation at which enrolled for current year study not leading to a qualification	32
All reasons for current year study not leading to a qualification #	32
Main reason for current year study not leading to a qualification	32
Access to Education	
Whether wanted to study for an(other) educational qualification in the last 12 months	24
All reasons wanted to but did not study for an(other) educational qualification in the last 12 months #	24
Main reason wanted to but did not study for an(other) educational qualification in the last 12 months	24
All reasons did not want to study for an(other) educational qualification in the last 12 months #	24
Main reason did not want to study for an(other) educational qualification in the last 12 months	24
Unmet Demand	
Whether applied to enrol in a course of study in current year	30
Main reason for unsuccessful application to enrol	30
Whether unsuccessfully applied to enrol in course of study, or course was not in preferred field or institution	3

Data Items	Population
Work-related Training - General	
Training undertaken	3
Whether completed or still attending training courses in Australia in the last 12 months #	3
Whether training organised by employer or external provider	3
Whether training attended mainly by other persons working for employer	3
Number of Work-related Training Courses Completed (number of work-related training courses completed in Australia in the last 12 months)	
Number of training courses completed in the last 12 months	3
Number of training courses completed organised by employer	35
Number of training courses completed organised by external provider	35
Number of training courses completed while working	35
Number of training courses completed while not working	35
Number of training courses completed while working as an employee excluding owner managers of incorporated enterprises	35
Number of training courses completed while working that were supported by an employer	35
Number of training courses completed while working that were not supported by an employer	35
Number of training courses completed in the last 12 months that incurred known costs	35
Number of training courses completed mainly with other persons working for employer	35
Number of training courses completed not mainly with other persons working for employer	35
Work-related Training Courses (the following items are available for Most recent, Second most recent, Third most recent and Fourth most recent work-related training courses and for All work-related training courses)	
Whether training course delivered by a person employed by employer/business	35-38,45
Whether training course attended mainly by other persons working for employer	35-38,45
Whether training course organised by employer or external provider	35-38,45
Whether completed training course while working	35-38,45
Field of training for training course	35-38,45
Time spent on training course	35-38,45
Whether participant incurred any costs for training course	35-38,45
Cost incurred in doing training course	35-38,45
Provider of training course	35-38,45
Whether training course was government sponsored	35-38,45
Non-employer financial support for training course #	35-38,45
Employer financial support for training course #	35-38,45
All financial support for training course #	35-38,45
Whether participant provided with financial support for training course	35-38,45
Whether training course held in work time	35-38,45
Whether training course done for re-training (1)	35-38,45
Whether training course done for re-training (2) #	35-38,45
Whether training course done for re-training (3)	35-38,45
Whether training course done to help obtain a promotion or pay rise	35-38,45
Whether training course helped to obtain a promotion or pay rise	35-38,45
All promotion or pay rise outcomes for training course	35-38,45
Whether skills transferable from training course	35-38,45
Whether training course improved job performance	35-38,45
Whether did training course to help obtain a job	35-38,45
Whether training course helped to obtain a job	35-38,45
All job outcomes for training course	35-38,45
All methods of delivery for training course #	35-38,45
Main method of delivery for training course	35-38,45
Occupation at time of training course	35-38,45
Industry at time of training course	35-38,45
Sector of employment at time of training course	35-38,45
Size of business throughout Australia at time of training course	35-38,45
Whether worked full-time or part-time at time of training course	35-38,45
Whether had leave entitlements at time of training course	35-38,45
Summary of Work-related Training	
Summary of training	35

Summary of whether training courses attended mainly with other persons working for employer	35
Summary of whether training courses organised by employer or external provider	35
Summary of whether working while attending training courses	35
Summary of fields of training	35
Summary of whether any costs incurred by participant for training courses	35
Summary of whether training courses were government sponsored	35
Summary of whether received non-employer financial support for training courses #	35
Summary of whether received employer financial support for training courses #	35
Summary of all financial support received for training courses #	35
Summary of whether training courses held during work time	35
Summary of whether training courses done for re-training (1)	35
Summary of whether training courses done for re-training (2) #	35
Summary of whether training courses done for re-training (3)	35
Summary of whether training courses done to help obtain a promotion or pay rise	35
Summary of whether training courses helped to obtain a promotion or pay rise	35
Summary of whether skills transferable from training courses	35
Summary of whether training courses improved job performance	35
Summary of whether training courses done to help obtain a job	35
Summary of whether training courses helped to obtain a job	35
Time Spent on Work-related Training (cumulative time spent on up to four reported work-related training courses completed in the last 12 months for those aged 15-69 years)	
Total time spent on all training courses attended mainly with persons working for employer	35,45
Total time spent on all training courses attended mainly with persons not working for employer	35,45
Total time spent on all training courses organised by employer	35,45
Total time spent on all training courses organised by external provider	35,45
Total time spent on all training courses while working	35,45
Total time spent on all training courses while not working	35,45
Total time spent on all training courses while working for wages or salary	35,45
Total time spent on all training courses while working in own business	35,45
Total time spent on all training courses while working under some other arrangement	35,45
Total time spent on all training courses that were employer supported	35,45
Total time spent on all training courses that were not employer supported	35,45
Total time spent on all training courses that were employee training courses	35,45
Total time spent on all training courses that incurred costs	35,45
Total time spent on all training courses that did not incur costs	35,45
Total time spent on Management and professional training courses	35,45
Total time spent on Technical and para-professional training courses	35,45
Total time spent on Trade training courses	35,45
Total time spent on Craft training courses	35,45
Total time spent on Clerical or office training courses	35,45
Total time spent on Sales and personal service training courses	35,45
Total time spent on Transport, plant and machinery operation training courses	35,45
Total time spent on Labouring and related training courses	35,45
Total time spent on Induction training courses	35,45
Total time spent on Supervision training courses	35,45
Total time spent on Computing skills training courses	35,45
Total time spent on Health and safety training courses	35,45
Total time spent on English language training courses	35,45
Total time spent on Literacy training courses	35,45
Total time spent on Numeracy training courses	35,45
Total time spent on Music and arts training courses	35,45
Work-related Training Costs (cumulative costs incurred in up to four reported work-related training courses completed in the last 12 months for those aged 15-69 years)	
Total costs incurred in all training courses attended mainly with persons working for employer	35,45
Total costs incurred in all training courses attended mainly with persons not working for employer	35,45
Total costs incurred in all training courses organised by employer	35,45
Total costs incurred in all training courses organised by external provider	35,45
Total costs incurred in all training courses while working	35,45
Total costs incurred in all training courses while not working	35,45

Total costs incurred in all training courses while working for wages or salary	35,45
Total costs incurred in all training courses while working in own business	35,45
Total costs incurred in all training courses while working under some other arrangement	35,45
Total costs incurred in all training courses that were employer supported	35,45
Total costs incurred in all training courses that were not employer supported	35,45
Total costs incurred in all training courses that were employee training courses	35,45
Total costs incurred in all training courses that incurred costs	35,45
Total costs incurred in Management and professional training courses	35,45
Total costs incurred in Technical and para-professional training courses	35,45
Total costs incurred in Trade training courses	35,45
Total costs incurred in Craft training courses	35,45
Total costs incurred in Clerical or office training courses	35,45
Total costs incurred in Sales and personal service training courses	35,45
Total costs incurred in Transport, plant and machinery operation training courses	35,45
Total costs incurred in Labouring and related training courses	35,45
Total costs incurred in Induction training courses	35,45
Total costs incurred in Supervision training courses	35,45
Total costs incurred in Computing skills training courses	35,45
Total costs incurred in Health and safety training courses	35,45
Total costs incurred in English language training courses	35,45
Total costs incurred in Literacy training courses	35,45
Total costs incurred in Numeracy training courses	35,45
Total costs incurred in Music and arts training courses	35,45
Access to Work-related Training	
Whether wanted to do (more) training courses in the last 12 months	3
All reasons did not do (more) training courses in the last 12 months although wanted to #	3
Main reason did not do (more) training courses in the last 12 months although wanted to	3
All reasons did not want to do (more) training courses in the last 12 months #	3
Main reason did not want to do (more) training courses in the last 12 months	3
Participation in Education and Work-related Training	
Participation in education and training	3
Whether wanted to study for a qualification or train (more) in the last 12 months	3

Technical Note

TECHNICAL NOTE RELIABILITY OF ESTIMATES

RELIABILITY OF ESTIMATES

1 Since the estimates in this publication are based on information obtained from occupants of a sample of dwellings, they are subject to sampling variability. That is, they may differ from those estimates that would have been produced if all dwellings had been included in the survey. One measure of the likely difference is given by the standard error (SE), which indicates the extent to which an estimate might have varied by chance because only a sample of dwellings was included. There are about two chances in three (67%) that a sample estimate will differ by less than one SE from the number that would have been obtained if all dwellings had been included, and about 19 chances in 20 (95%) that the difference will be less than two SEs. Another measure of the likely difference is the relative standard error (RSE), which is obtained by expressing the SE as a percentage of the estimate.

2 Due to space limitations, it is impractical to print the SE of each estimate in the publication. Instead, tables of SEs and RSEs for estimates of numbers of persons and estimates of

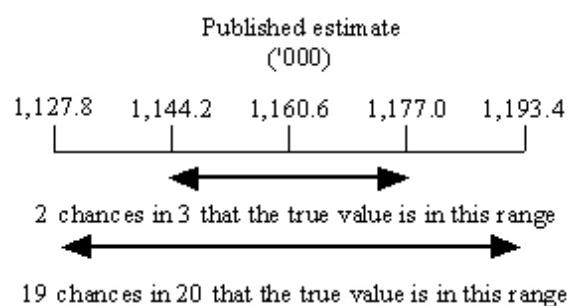
numbers of training courses and qualifications appear at the end of these Technical Notes. Each SE table is derived from a mathematical model, referred to as the "SE model", which is created using the data collected in this survey. It should be noted that the SE model only gives an approximate value for the SE for any particular estimate, since there is some minor variation among SEs for different estimates of the same size. SEs and RSEs for estimates of earnings, income and mean, median and total training hours have not been included in this publication, but are available on request.

Calculation of standard errors

3 An example of the calculation and use of SEs in relation to estimates of numbers of persons is as follows. Table 15 shows that the estimated number of persons aged 25 to 34 who have completed one non-school qualification is 1,160,600. Since this estimate is between 1,000,000 and 2,000,000 in the SE table for person estimates, the SE will be between 15,600 and 20,600, and can be approximated by interpolation as 16,400 using the following general formula:

$$\begin{aligned}
 & \text{SE of estimate} \\
 &= \text{lower SE} + \left(\left(\frac{\text{size of estimate} - \text{lower estimate}}{\text{upper estimate} - \text{lower estimate}} \right) \times (\text{upper SE} - \text{lower SE}) \right) \\
 &= 15,600 + \left(\left(\frac{1,160,600 - 1,000,000}{2,000,000 - 1,000,000} \right) \times (20,600 - 15,600) \right) \\
 &= 16,403 \\
 &= 16,400 \text{ (rounded to the nearest 100)}
 \end{aligned}$$

4 Therefore, there are about two chances in three that the value that would have been produced if all dwellings had been included in the survey will fall within 16,400 persons of the survey estimate, i.e. in the range 1,144,200 to 1,177,000, and about 19 chances in 20 that the value will fall within 32,800 persons of the survey estimate, i.e. in the range 1,127,800 to 1,193,400. This example is illustrated in the diagram below.



5 In general, the size of the SE increases as the size of the estimate increases. Conversely, the RSE decreases as the size of the estimate increases. Very small estimates are thus subject to such high RSEs that their value for most practical purposes is unreliable. In the tables in this publication, only estimates with RSEs of 25% or less are considered reliable for most purposes. Estimates with RSEs greater than 25% but less than or equal to 50% are preceded by an asterisk (e.g. *3.4) to indicate they are subject to high SEs and should be used with caution. Estimates with RSEs of greater than 50%, preceded by a double asterisk (e.g. **0.3), are considered too unreliable for general use and should only be used to aggregate with other estimates to provide derived estimates with RSEs of 25% or less.

6 The SE can be calculated from the RSE and the estimate using the following formula:

$$SE = RSE \times Estimate$$

PROPORTIONS AND PERCENTAGES

7 Proportions and percentages formed from the ratio of two estimates are also subject to sampling errors. The size of the error depends on the accuracy of both the numerator and the denominator. A formula to approximate the RSE of a proportion is given below. This formula is only valid when x is a subset of y:

$$RSE\left(\frac{x}{y}\right) = \sqrt{[RSE(x)]^2 - [RSE(y)]^2}$$

8 Consider the example above of the number of people who have completed one non-school qualification aged 25 to 34 (1,160,600). Of these, 596,100 or 51.4% were estimated to be male. The SE of 1,160,600 is approximately 16,400 so the RSE is 1.4%. The RSE for 596,100 is 2.1%. Applying the formula above, the RSE of the proportion is 1.5%, giving a SE for the proportion (51.4%) of 0.8 percentage points. Therefore there are about two chances in three that the proportion of persons aged 25 to 34 who have completed one non-school qualification who were male is between 50.6% and 52.2%, and 19 chances in 20 that the proportion is within the range 49.8% and 53.0%.

Differences

9 Published estimates may also be used to calculate the difference between two survey estimates (of numbers or percentages). Such an estimate is subject to sampling error. The sampling error of the difference between two estimates depends on their SEs and the relationship (correlation) between them. An approximate SE of the difference between two estimates ($x-y$) may be calculated by the following formula:

$$SE(x-y) = \sqrt{[SE(x)]^2 + [SE(y)]^2}$$

10 While this formula will only be exact for differences between separate and uncorrelated characteristics or sub-populations, it is expected to provide a good approximation for all differences likely to be of interest in this publication. Actual RSEs are available on request.

Standard Errors

STANDARD ERRORS OF PERSON ESTIMATES

Size of estimate (persons)	NSW no.	Vic. no.	Qld no.	SA no.	WA no.	Tas. no.	NT no.	ACT no.	AUST.	
									SE no.	RSE %
100	150	140	130	110	120	90	110	70	150	150.0
200	230	220	210	170	190	150	170	130	220	110.0
300	300	280	270	220	240	200	210	170	280	93.3
500	420	390	370	300	320	270	280	240	380	76.0

700	510	480	450	360	390	320	340	300	460	65.7
1,000	630	590	550	440	470	390	410	370	560	56.0
1,500	800	750	690	550	590	480	490	450	700	46.7
2,000	940	880	810	630	680	550	560	520	810	40.5
2,500	1 050	1 000	900	700	750	600	600	600	900	36.0
3,000	1 200	1 100	1 000	800	850	650	650	600	1 000	33.3
3,500	1 300	1 200	1 100	850	900	700	700	650	1 100	31.4
4,000	1 350	1 250	1 150	900	950	750	750	700	1 200	30.0
5,000	1 550	1 400	1 300	1 000	1 100	800	800	750	1 300	26.0
7,000	1 850	1 700	1 550	1 150	1 250	900	900	850	1 600	22.9
10,000	2 150	2 000	1 800	1 350	1 500	1 000	1 050	950	1 900	19.0
15,000	2 650	2 450	2 200	1 600	1 800	1 150	1 150	1 000	2 300	15.3
20,000	3 000	2 750	2 500	1 800	2 000	1 250	1 250	1 100	2 650	13.3
30,000	3 600	3 300	2 950	2 150	2 400	1 350	1 400	1 150	3 250	10.8
40,000	4 050	3 750	3 350	2 400	2 700	1 450	1 500	1 200	3 750	9.4
50,000	4 450	4 100	3 650	2 600	2 950	1 500	1 600	1 200	4 150	8.3
100,000	5 850	5 350	4 750	3 300	3 850	1 650	1 800	1 200	5 750	5.8
150,000	6 800	6 200	5 500	3 800	4 500	1 700	1 900	1 200	6 900	4.6
200,000	7 550	6 850	6 100	4 150	4 950	1 750	2 000	1 150	7 850	3.9
300,000	8 650	7 850	7 000	4 650	5 700	1 750	..	1 050	9 400	3.1
500,000	10 150	9 250	8 200	5 350	6 750	1 750	..	..	11 700	2.3
1,000,000	12 400	11 250	10 000	6 400	8 350	..	..	..	15 600	1.6
2,000,000	14 800	13 400	12 000	7 400	10 100	..	..	..	20 600	1.0
5,000,000	18 100	16 350	14 750	..	..	..	..	..	29 350	0.6
10,000,000	20 600	..	..	..	..	..	..	..	37 900	0.4
15,000,000	..	..	..	..	..	..	..	..	43 850	0.3
20,000,000	..	..	..	..	..	..	..	..	48 500	0.2

.. not applicable

ESTIMATES WITH RELATIVE STANDARD ERRORS OF 25% AND 50%

Size of estimate (persons)	NSW no.	Vic. no.	Qld. no.	SA no.	WA no.	Tas. no.	NT no.	ACT no.	Aust. no.
Estimates with RSEs of 25%	7 600	6 500	5 400	3 200	3 700	2 400	2 400	2 200	5 600
Estimates with RSEs of 50%	1 700	1 500	1 200	800	900	600	700	500	1 300

STANDARD ERRORS OF WORK-RELATED TRAINING COURSES & QUALIFICATION ESTIMATES

Size of estimate (training & qualifications)	NSW no.	Vic. no.	Qld. no.	SA no.	WA no.	Tas. no.	NT no.	ACT no.	AUST. SE RSE		
									no.	no.	%
100	210	230	180	160	210	140	140	120	270	270.0	
200	330	350	280	250	310	210	230	180	390	195.0	
300	420	440	360	310	390	260	300	240	480	160.0	
500	570	580	500	430	510	340	410	330	620	124.0	
700	700	700	610	520	610	410	510	410	730	104.3	
1,000	860	850	750	640	740	500	620	500	880	88.0	
1,500	1 100	1 070	960	800	910	620	780	640	1 080	72.0	
2,000	1 300	1 250	1 130	940	1 060	730	920	750	1 250	62.5	
2,500	1 450	1 400	1 300	1 050	1 200	800	1 050	850	1 400	56.0	
3,000	1 650	1 550	1 450	1 200	1 300	900	1 150	950	1 550	51.7	
3,500	1 800	1 700	1 550	1 300	1 400	1 000	1 200	1 000	1 650	47.1	
4,000	1 950	1 800	1 700	1 400	1 500	1 050	1 300	1 100	1 800	45.0	
5,000	2 200	2 050	1 900	1 550	1 700	1 200	1 450	1 250	2 000	40.0	
7,000	2 650	2 450	2 300	1 850	2 050	1 450	1 700	1 450	2 350	33.6	
10,000	3 200	2 950	2 800	2 250	2 450	1 750	2 000	1 750	2 850	28.5	
15,000	4 000	3 700	3 450	2 750	3 000	2 150	2 350	2 150	3 500	23.3	
20,000	4 700	4 300	4 000	3 200	3 450	2 500	2 650	2 450	4 050	20.3	
30,000	5 850	5 300	4 950	3 950	4 200	3 100	3 050	2 950	5 000	16.7	
40,000	6 800	6 150	5 750	4 550	4 850	3 600	3 400	3 400	5 750	14.4	

50,000	7 650	6 900	6 400	5 050	5 400	4 050	3 650	3 700	6 450	12.9
100,000	11 000	9 850	9 050	7 050	7 550	5 850	4 500	4 950	9 200	9.2
150,000	13 550	12 050	11 000	8 500	9 150	7 250	5 000	5 800	11 350	7.6
200,000	15 650	13 950	12 550	9 650	10 500	8 400	5 400	6 500	13 150	6.6
300,000	19 200	17 050	15 150	11 600	12 700	10 400	..	7 500	16 200	5.4
500,000	24 700	22 000	19 100	14 500	16 100	13 550	..	..	21 000	4.2
1,000,000	34 550	30 850	25 850	19 450	22 150	..	..	..	30 000	3.0
2,000,000	48 000	43 050	34 600	25 800	30 250	..	..	..	42 800	2.1
5,000,000	73 200	66 450	50 000	..	..	..	..	..	68 450	1.4
10,000,000	..	..	..	..	..	..	..	..	97 750	1.0
15,000,000	..	..	..	..	..	..	..	..	120 350	0.8

.. not applicable

ESTIMATES WITH RELATIVE STANDARD ERRORS OF 25% AND 50%

Size of estimate (training & qualifications)	NSW no.	Vic. no.	Qld no.	SA no.	WA no.	Tas. no.	NT no.	ACT no.	Aust. no.
Estimates with RSEs of 25%	17 500	14 500	12 600	8 000	9 400	4 500	6 600	4 900	13 000
Estimates with RSEs of 50%	3 700	3 300	2 700	1 800	2 300	1 000	1 700	1 000	3 200

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